

Comments, con.

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Deputy Director of Training (Special)

16 September 1953

Chief, Advanced Training Division

Student Comments

Document No. 2

NO CHANGE in Class. ☐

☐ DECLASSIFIED

Class. CHANGED TO: TS S 0

DDA Memo, 4 Apr 77

Auth: DDA REG. 77/1763

Date: 06 MAR 1978 By: RL

1. The thoughts which follow are a somewhat belated answer to your request for comment on [REDACTED] proposed student comment sheet. 25X1A9a

2. Instructors have been collecting comments from students for many years and all kinds of systems have been tried. Both Mr. [REDACTED] are evidently unaware of the background of experience that has been gained in this matter. Specifically, I do not believe [REDACTED] proposed form would be very useful. Some of the questions, seem to me, call for rather general answers and certain others are rather irrelevant. 25X1A9a 25X1A9a

3. Several years ago, we used a form in the basic courses for a certain period of time. This form was rather poorly constructed and did not lead to very satisfactory results (see attachment A). The use of this form was replaced by oral debriefing of selected individuals by representatives of the Evaluation Staff. This, too, did not work out very well, and since that time chief instructors have been using whatever forms they wished to devise. This also leaves much to be desired.

4. Several years ago, I tried to concoct a standard sheet which could be used in all courses to collect student comments. For various reasons, this was never tried (see attachment B). The approach used in this form is essentially a negative one, trying to find out what is wrong rather than what is right with the course.

5. In my opinion, at the time the basic courses were extensively revised, we needed to collect as much student comment as possible, but the situation has now changed. Much of the comment we get now is general, repetitious, and covers points already familiar to us. I believe we would do well to work out some system whereby a few responsible individuals might be selected from a course at its conclusion and debriefed according to a carefully worked out check sheet.

6. I consider the chief instructors to be the primary customers of these comments. I am convinced that neither TDS nor A/E have a responsibility for an interest here. If it is necessary for people

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other than the instructors and their supervisors to be drawn into this, I think the whole problem might be placed in the hands of someone like [REDACTED] who has had broad training in pedagogical problems.

25X1A9a 7. A somewhat related problem is brought up by [REDACTED] 25X1A9a
namely, a questionnaire concerning teaching techniques used by instructors. Several years ago, I made up such a questionnaire (see attachment C). This was not intended to be given to students, but rather to be used by supervisors. This also had a negative approach. It was designed to find out what instructors were doing wrong rather than what they were doing right, and it was intended that this would be used by supervisors to correct deficiencies in instructor performances, particularly in lectures. This was not used very much but something of this sort, properly used, might have some merit. Again, I 25X1A9a
think that [REDACTED] is probably the best person to look at this problem.

[REDACTED] 25X1A9a

3 Encl.

Attachments A, B, and C

OTR/TR(S)/ATD/RBS:mmm (15 September 1953)

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